



## Sunny Start Social and Emotional/Training and Technical Assistance Committee Meeting Summary

<b>Meeting Date:</b>	Thursday, May 11, 2006 (10:00 – 4:00)
<b>Location:</b>	Riley Child Development Center Classroom
<b>Committee Chair:</b>	n/a
<b>List of Participants:</b>	Steve Viehweg, Darlene Logan, Lynne Sturm, Azar Hadadian, Lesa Paddock, Angela Tomlin, Janice Katz, Janet Deahl, Karen Copeland, Anita Allison, Sally Lacey, Betty Walton, Judith Ganser, Andrea Wilkes, Deborah Perry, Maureen Greer and Toni Harpster
<b>Useful Tools and Websites</b>	<p>SAMSHA – Programs for children birth through 8 <a href="http://www.mentalhealth.samhsa.gov/cmhs/ChildrensCampaign/">http://www.mentalhealth.samhsa.gov/cmhs/ChildrensCampaign/</a></p> <p>Georgetown University Website – <a href="http://www.gucchd.georgetown.edu">www.gucchd.georgetown.edu</a></p> <p>Bright Futures Website - <a href="http://www.brightfutures.org/">http://www.brightfutures.org/</a> - Parent Friendly list saying when to seek help. There is also a cultural competence checklists for EI providers (tools for self reflection)</p> <p>Ohio Association for Infant Mental Health <a href="http://www.oaimh.org">www.oaimh.org</a> - Information on Interdisciplinary Peer Mentorship</p>
<b>Summary of meeting:</b>	<p>After introductions and the packet review, Dr. Perry began with her Power Point Proper presentation titled “Infusing Mental Health Services and Supports in Early Childhood Settings” (see attached). This presentation was re-visited after lunch as well. Highlights are as follows:</p> <ul style="list-style-type: none"><li>• There is little prevalence data for young children and social and emotional development</li><li>• Rates of problematic behavior are higher among low income populations</li><li>• Instead of building an early childhood mental health system, we want to infuse mental health into everything that is done with young children (See “Early Childhood System of Care diagram on slide 6)</li><li>• Most children will get social and emotional intervention through child care</li><li>• Prevention should target populations that are at risk</li><li>• We still have a lot of work to do in the area of cultural competence.</li><li>• We must not only understand the culture of families but the culture of agencies that serve young children</li></ul>

- Work Force issues are still a concern. With budget constraints there is increased pressure to do more with less.
- Other states have done work in the area of social and emotional development in young children (See slide 17-28 for info on Florida, Michigan, Connecticut, and Vermont).
- Maryland is offering a combination of mentoring and website based instruction due to geography.
- In Michigan there is the Merrill Palmer Institute which offers a Graduate Certificate Program in Infant Mental Health

### **Working Lunch – Review of Training Surveys**

SPRANS Grant – 1998 did a survey of early intervention providers and parents – 40% response rate. The survey looked at attachment, behavior, stress and coping, adaptation and regulation. Whether people knew about the topics, and felt confident in working in these areas and how would they like to get more information in this area?

Another survey was done in 2004 of early intervention providers regarding training needs. High on the list was behavior and mental health which shows a continuing need. Experience mattered to providers and wanted tiered training. Want ongoing support and mentoring instead of just getting lectured to.

A third survey was referred to which was done by the Institute which is comprised mostly of Healthy Families Providers. This survey indicated a difference in response based on the provider's culture. Below is more information on the findings from these surveys.

- Training infrastructure is important – ongoing and follow up support must be given.
- Parents want providers to be trained and apply what they have learned. There are cultural differences in responses
- The more experience the provider had the more comfortable they are with social and emotional related issues
- Many providers are confident in behavior areas and less comfortable in stress coping.
- Providers are feeling more comfortable and knowledgeable indicating we are making an impact.
- Providers with minority backgrounds felt more comfortable with the mental health issues than the Caucasian people.
- Many providers did not see themselves as advocates for the families (90%)
- Only 10% thought that reflective supervision was a priority, indicating that we must begin to use the same vocabulary.

### **The Status of Social and Emotional Training in Indiana**

- The Training Matrix was reviewed; changes will be made and sent out to the group as soon as possible. Participants also supplied hard copy resources which will be available at the next meeting.

- There is a new Part C requirement to have an outcome in the area of social and emotional development. Tools need to be developed that will effectively measure this.
- The First Steps ICC has recommended the AEPS as the screening tool of choice and the bureau plans to follow that recommendation. This screening will lead to a sudden increase in demand for mental health providers.
- Some have observed the viewpoint that it is better not to identify as there is a lack of resources once identification is made.
- DMHA is putting a modified version of the CANS into practice. It is not a screening tool and is not a formal mental health assessment but more of a Quality Management tool in the area of social and emotional services for young children and their families. This tool is still in the process of being tailored to Indiana. The tool can help guide care planning and has 3 versions. One for children 0-5, one for children 5-17 as well as a crisis version. Individuals must go through training to administer. There will be a cadre of super-users of the tool that can help others in the system. Welfare case worker will do the screening using the new cans. If the child is at risk they will be referred to a mental health provider for a mental health assessment. Samples of this tool will be distributed when it is in its final form.
- CAPTA – Federal requirement “substantiated abuse” or witnessing domestic violence then you must be referred to part C. The law is really silent on what that means. Eligibility requirements for programs do not need to be changed. This helps us find children that do not need to be changed; just helps identify children that may be in need.
- The TEACH Project – [www.childcarelearning.in.gov](http://www.childcarelearning.in.gov). Provide scholarships to those in the childcare field. For those completing the associates program, turnover is down to 4% and pay increase averages 9%.
- IACCRR is currently looking at a Childcare Quality Rating System for parents to help them recognize quality. They are currently looking at programs already in place in Indiana and the plan is to reimburse quality providers at a higher rate. North Carolina – get check list for quality indicators in the area of social and emotional development.

### **Next Steps for the Sunny Start Committee**

The group decided to use the Indiana Infant Toddler Mental Health Competencies as a starting point.

Sunny Start will provide staff that will take these competencies and compare them to:

- ❖ Competencies developed by the University of South Florida, Center for

	<p>Challenging Behavior.</p> <ul style="list-style-type: none"> <li>❖ Los Angeles County Competencies</li> <li>❖ Model developed by Michigan</li> <li>❖ Checklist for quality indicators in the area of social and emotional development from North Carolina.</li> </ul> <p>While they do this they should consider:</p> <ul style="list-style-type: none"> <li>➤ Unique stressors from target populations.</li> <li>➤ Does what we have include the elements we need?</li> <li>➤ Do we want one set of competencies or should it be tiered?</li> <li>➤ Are we all speaking the same language?</li> </ul> <p>Once they have completed a preliminary report, the group will reconvene along with Dr. Perry to review the findings. This will happen sometime in late July or August.</p> <p>On a final note, the group was asked who else should be here.</p> <ul style="list-style-type: none"> <li>○ Parents as Teachers</li> <li>○ Department of Child Services</li> <li>○ Department of Justice</li> <li>○ More Families</li> <li>○ Department of Education</li> <li>○ More Racial Diversity</li> </ul> <p>There will be follow up in that area in order to get complete representation on the committee.</p>
<p><b>Administrative Follow Up</b></p>	<p>Send committee all handouts electronically – (Toni Harpster 5/18/06)  Update Training Matrix and sent to committee - (Toni Harpster 6/5/06)  Committee Roster sent to all member - (Toni Harpster 5/18/06)  Organizations that were suggested for participation will be contacted and added to the committee (Toni Harpster - 6/5/06)</p>